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ABSTRACT

The social studies curriculum for grade 6 in Manitoba, Canada, is presented. The objective of the guide is to introduce students to aspects of Canadian history. Students learn how people lived and interacted with others and with their physical environment. The units include: The First Inhabitants, The Coming of the French, The Coming of the British, Life in Late 19th Century in Western Canada, and Life in Canada in the 20th Century. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit III under the topic of settlement at Red River, one question was, What was life like in the settlements at Red River? The subject is introduced by establishing a background for this topic; that is, describing the Metis, the Selkirk settlers, or the Lord Selkirk Land Grant. Then it is developed by drawing a plan of the Metis river lots and Selkirk settlement, by examining the natural resources of the settlement, and by charting the major aspects of life at the Red River settlement. One way the subject is concluded is having the students write a play about the Selkirk This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE SIX

LIFE IN CANADA'S PAST

SP 014 231

DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981
Curriculum Development Branch

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

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THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Grade Six social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approach; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE SIX-LIFE IN CANADA'S PAST

GRADE SIX OVERVIEW

This course deals with the human experience over time, i.e., the way people lived - their beliefs, customs, relations with others, ways of working and playing. It does not place major emphasis on traditional political, constitutional, and military topics or on the memorization of historical facts and dates. Instead, the course is designed to introduce students to some aspects of the Canadian past by focusing on how people lived their lives and interacted with others and their physical environment. Through an examination of the human condition, students should also come to better understand something about Canada by seeing how people in the past have struggled and suffered, succeeded and failed, loved and rejoiced.

The major purposes of the program are to help students explore the following ideas:

- *People everywhere must meet certain basic needs for food, shelter, clothing, organization, etc., in order to survive. Over the years and in various geographic locations, people have attempted to satisfy their needs in different ways. How people have met these needs has depended upon factors such as the characteristics of the natural environment, and their relationship to it, on the available resources, on the cultural values of the people, their ingenuity and technical skills, and their interdependence.*
- *People in different stages of civilization have used a diversity of means to reshape their environment, even similar environments, in order to survive and establish their identity. The environment in turn has placed certain limitations or restrictions on people.*
- *Even though human society is characterized by change, all societies have a set of traditions which help to maintain group solidarity and identity.*
- *The explorations and resulting migrations that people have undertaken throughout history have caused tremendous cultural interaction as well as conflict between cultural and ethnic groups.*

UNIT I-THE FIRST INHABITANTS

UNIT I OVERVIEW

This unit provides students an opportunity to examine various aspects of the first inhabitants of Canada. Ancestors of present day Indians and Inuit were the first inhabitants of this land we now call Canada. Native people lived here for thousands of years, developing a variety of ways of life that closely related to their physical environments. A knowledge of how Native people lived in the past will help children understand and appreciate contemporary Native culture. (Suggested Time: 4 weeks.)

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Origins and Settlement Patterns of Native Peoples

   - Where did Native people come from and where did they settle?

2. Native Life in Manitoba's Past

   - How did Native people live, before the arrival of Europeans, in what is now Manitoba?

UNIT I TOPIC OBJECTIVES

Topic 1: Origins and Settlement Patterns of Native Peoples

Knowledge objectives

The students should be able to:

- identify a number of theories which attempt to explain the origin of Native people.
- identify the seven major Native cultural areas that developed in the land we now call Canada.

Thinking and research skill objectives

The students should be able to:

- gather data from maps, books, and other sources.
- interpret, analyze, and evaluate information gained from maps, books, and other sources.
- construct maps to record information.
- record new information in a variety of formats.

Attitude and value objectives

The students should be able to:

- identify how Native people demonstrated respect for their physical environment.

Social participation objectives

The students should be able to:

- identify and contact Native cultural organizations that exist in their community or province and use these sources to gain a deeper insight into the origin and ways of life of early Native people.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Origins and Settlement Patterns of Native Peoples

- Where did Native people come from?
- Where did they settle?

Introduction

- Begin an illustrated time line to be added to throughout the year. Start the time line at 70,000 years ago. In the space between 70,000 and 40,000 years ago, have students draw pictures to illustrate what our country might have looked like during this time.

- Have students speculate on what it might have been like to live during the time of the Ice Age. What would they use for shelter? What would they eat? What clothes would they wear? How would they get their food? What tools and weapons would they have? What would they do for fun? What would a typical day be like?

Development

- Explore with students the possible theories which explain how Native people came to North America between 20,000 and 40,000 years ago.

  - Origins in North America (creation stories) Theory
  - Bering Land Bridge Theory
  - Atlantis Theory
  - Kon Tiki Theory, etc.

. Examine the settlement patterns in the seven major Native cultural areas of what is now called Canada: (1) The Algonkian Tribes of the Eastern Woodlands; (2) Iroquoian Tribes; (3) Plains Tribes; (4) Tribes of the Pacific Coast; (5) Plateau Tribes of British Columbia; (6) Northwest Tribes; (7) Inuit.

- On an outline map devise a color-code legend to identify the approximate culture regions that were settled over time. Add the map to the illustrated time line for the period from 20,000 years ago to approximately 1400 A.D.
- Review the major topographical features and identify the main natural resources of each region. Have students speculate on how Native people in each culture area might have used the resources of the physical environment to satisfy their basic needs for shelter, food, clothing, transportation, etc.

Conclusion

. Examine how mythology reveals cultural history. Indian creation stories could be examined as explanations of the origins of Native people. Cross-cultural comparisons with other stories would be helpful.

. Use reference sources to locate present day Native populations in Canada. Have settlement patterns changed? If they have, examine the reasons why.

. Identify Native cultural organizations that exist in the community or province. Either write to one of these organizations, or invite someone from the group to come to the class to provide a deeper insight into the origins of Native people and their early lifestyles.

UNIT I TOPIC OBJECTIVES

Topic 2: Native Life in Manitoba's Past

Knowledge objectives

The students should be able to:

. describe and compare the way of life of tribes from different cultural areas in what is now Manitoba.
. recognize that within similar cultural areas Native inhabitants might have different tribal and linguistic affiliations.

Thinking and research skill objectives

The students should be able to:

. compare similarities and differences in the way of life of Native people from different cultural areas.
. develop a time line to:

- use a few cluster date events to establish time relationships among historic events.
- acquire a sense of prehistoric time.
- understand differences in duration of various historical periods.

Attitude and value objectives

The students should be able to:

. identify traditional values that are important to the Native way of life.

Social participation objectives

The students should be able to:

. participate and interact positively in classroom discussion and activities.
. communicate effectively by expressing ideas about the Native peoples through role-playing, drama, presentation, etc.
. plan an activity aimed at examining contributions of Native people in areas such as music, art, dances, politics, economics.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Native Life in Manitoba's Past

- How did Native people live before the arrival of Europeans, in what is now Manitoba?

Introduction

. To the map of the seven major Native cultural areas developed in Topic I, find and add the names of particular tribes who were part of each area in the period immediately before contact with Europeans.

- Add student prepared pictures to each area to illustrate some of the ways in which the Native people used the resources of their physical environment to satisfy their basic needs, e.g., buffalo hunting on the plains; fishing and cedar houses on the Pacific Coast, etc.
- Use the map to identify the tribes that occupied the culture areas in what is now Manitoba, i.e., Cree, Assiniboine.

Development

. Examine in depth the way of life, prior to European contact, of two Native tribes from different cultural areas in what is now Manitoba.

- Through research activities using books, pictures, films, filmstrips, etc., have students find information under the following themes:
  - How the tribes met their survival needs (food, shelter, clothing, health, security, etc.).
  - How they interacted with their physical environment.
  - How they interacted with others (family or kinship groups, social organizations, etc.).
  - How they ran their affairs (How did they govern themselves?).
  - How they went beyond their survival needs to secure a degree of comfort and ease.
  - How they satisfied their non-material needs (entertainment, recreation, music, art, literature, etc.).
  - How they explained and interpreted the world, their sense of right and wrong, of acceptable and unacceptable behavior (people's values and beliefs).
- Encourage students to record their findings in a variety of formats: written reports, diagrams, charts, models, dioramas, tapes, pictures, etc.
- Throughout the study, students should continually look for ways in which the selected tribes used the resources of their physical environment to satisfy their basic needs and enhance their lifestyles.

Conclusion

. Conclude the activity by preparing a summary chart to show how the lifestyles of the two selected tribes were similar and different.

Note: Have the whole class or small groups complete similar summary charts throughout the year as each culture area of Canada is studied in more detail. Compare similarities and differences. The same exercise might also be done for non-native immigrants.

UNIT II-THE COMING OF THE FRENCH

UNIT II OVERVIEW

This unit has been designed to examine early European contact in the New World and the interaction with Native people. It develops an understanding of the life of the French people who emigrated to and settled in the land we now call Canada; their reasons for emigrating, their settlement patterns, their differing problems and hardships; their social and cultural life in developing the colony. The historical roots of New France are viewed as being the roots of contemporary social issues. It must be emphasized that this unit has a cultural focus and does not stress the memorization of personalities, political, or military events. [Suggested Time: 5 weeks.]

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Interaction Between the Newcomers and the Native Peoples

   - Why did Europeans become interested in exploration during the 15th and 16th centuries?
   - What were the two major thrusts of exploration that affected the land we now call Canada?
   - What was the lifestyle of Native people living along the Eastern Seaboard and in the Eastern Woodlands and how was their life changed by contact with early European explorers and settlers?

2. Life of the New Immigrants in New France

   - Why were the French interested in establishing colonies in the New World?
   - What areas were settled by French immigrants?
   - What was life like in a French colony? How was it similar to or different from life today?
   - How did the fur trade help to promote exploration and settlement?
   - How did the arrival of French settlers change the traditional Native way of life?
   - Why did New France pass from French to British control?

3. Life at the Time of the Conquest (Optional)

   - What was life like at the time of conquest?

UNIT II TOPIC OBJECTIVES

Topic I: The Interaction Between the Newcomers and the Native Peoples

Knowledge objectives

The students should be able to:

. explain why Europeans became interested in exploration during the 15th and 16th centuries.
. identify, on a map, the two major thrusts of exploration which affected the land we now call Canada.
. describe the main characteristics of the way of life of Native people who lived along the Eastern Seaboard and in the Eastern Woodlands.
. explain how contact with early European explorers changed the life of Native people.

Thinking and research skill objectives

The students should be able to:

. continue the skills outlined in Unit I.

. compare similarities and differences in the lifestyle of Native people who lived along the Eastern Seaboard and in the Eastern Woodlands.

Attitude and value objectives

The students should be able to:

. discuss the pros and cons of the impact that the arrival of the French had on the traditional way of life of Native people along the Eastern Seaboard and in the Eastern Woodlands.

Social participation objectives

The students should be able to:

. examine how people interact with newcomers today. Are there similarities or differences with the interaction of Native peoples and the first newcomers to Canada?

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: The Interaction Between the Newcomers and Native Peoples

- Why did Europeans become interested in exploration during the 15th and 16th centuries?
- What were the two major thrusts of exploration that affected the land we now call Canada?
- What was the way of life of Native people living along the Eastern Seaboard and in the Eastern Woodlands and how was their life changed by contact with early European explorers, missionaries, and settlers?

Introduction

. Take students back to 15th and 16th century Europe. Describe to them what living conditions were like at this period of time (small continent; densely populated; continuous wars; lack of nutritious food; natural resources greatly depleted; crowded, filthy cities; great plagues; lack of room to expand; lack of opportunity; great poverty; keen desire for wealth and achievement, etc.). If possible use pictures or other visuals to enhance the narration. Describe what it might have been like to be an eleven-year-old member of a wealthy family or a peasant family growing up in these times. How would their quality of life compare to that of North American people at the time?

. On an outline map of the world, label the continent of Europe. Use a color code to identify the major European countries of France, England, Spain, and Portugal which attempted to solve their problems by sending out expeditions to search for a short, fast water route to the abundant resources of Asia. Briefly identify the early explorers who were the first to reach North America instead. Trace their routes on the outline map.

Development

. During the 1500's and early 1600's there were two major thrusts of exploration that, in their attempt to find a Northwest Passage to Asia, affected the land we now call Canada. Briefly examine these two thrusts: (1) British efforts in the Hudson Bay area, and (2) French efforts in the St. Lawrence region.

- Choose two explorers who were associated with these explorations, e.g., Henry Hudson and the Bay; Jacques Cartier and the St. Lawrence.
- Have students participate in some of the following activities:
  - Construct a large map showing the routes taken by the two selected explorers.
  - Use a color code to distinguish the difference between French and British efforts. Identify the areas of North America that were reached.
  - Prepare a short biographical sketch of each explorer.
  - Examine the objectives of each explorer and their accomplishments.

- Report on the kinds of ships that were used and the advances in technology that made such long sea voyages possible.
- Prepare a report that the explorer might have made when he returned to Europe. What stories might a sailor have told his family after the voyage?
- Describe:
  a. The preparations that would have been made before starting out on a voyage of exploration.
  b. What life might have been like on board one of the ships.
  c. The problems associated with such long voyages.
  d. How the sailors might have felt when they first say the land of the New World.
  e. The impressions that the Europeans might have had of this new land.
  f. The impressions that the Native people might have had when they first saw these foreigners.

. Usihg the format suggested in the Development Strategies in Unit I, examine the way of life of Native people who had well-established societies along the Eastern Seaboard and in the Eastern Woodlands. Explore the nature of the contact between Native people of these areas and the French. What did they have in common? How were they different? How did they help each other? How did contact with the early explorers change the traditional Native way of life?

Conclusion

. Add new information to the time line started in Unit I.

. Prepare a chart to summarize the lifestyle of Native people who lived along the Eastern Seaboard and in the Eastern Woodlands.

. The early explorers who reached the shores of the New World claimed the land for the European country that sponsored their voyage. Did they have the right to do this or were they really intruders who claimed territory already belonging to someone else? Have students discuss and explore their feelings on this issue. Are there examples of the same thing happening today?

. Native people, because of their tradition of never turning away someone in need of help, received the early European explorers with enthusiasm and kindness. Examine the ways in which the Native people helped these Europeans to survive in what was to them a strange and hostile environment. Explore what the Europeans had to offer in return.

. Debate this statement: "Europeans would never have survived in the New World without the help of Native people."

. Compare a voyage of exploration from this time period to one of more recent times, e.g., voyages to the Antarctic, etc. What improvements have occurred in technology and personal comfort and safety?

UNIT II TOPIC OBJECTIVES

Topic 2: Life of the New Immigrants in New France

Knowledge objectives

The students should be able to:

. explain why the French were interested in establishing colonies in the New World.
. identify, on a map, the areas settled by French immigrants.
. describe the main characteristics of life in a French colony and how it differs from life today.
. explain the importance of the fur trade in promoting exploration and settlement.
. describe the impact that French settlement had on changing the traditional Native way of life.

. explain the reasons why New France passed from French to British control and the significance of this event.

Thinking and research skill objectives

The students should be able to:

. compare similarities and differences in the way of life of Native people and the French explorers or settlers.

Attitude and value objectives

The students should be able to:

. discuss and explore individual feelings on such value topics and issues as:

- Did early European explorers have the right to claim land already settled by Native people?
- Europeans would never have survived in the New World without the help of Native people.
- The growth of the fur trade had both helpful and harmful effects on people and their environment.

Social participation objectives

The students should be able to:

. identify organizations in the community or province whose main purpose is to preserve French culture. Find out how they are attempting to do this.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life of the New Immigrants in New France

- Why were the French interested in establishing colonies in the New World?
- What areas were settled by French immigrants?
- What was life like in a French colony? How was it similar to and different from life today?
- How did the fur trade help to promote exploration and settlement?
- How did the arrival of French settlers change the traditional Native way of life?
- Why did New France pass from French to British control?

Introduction

. Examine the role that Champlain played in establishing the first French colony.

- Champlain kept a careful record of his travels by writing in his journal. Have the class write an imaginary passage of Champlain's journal describing the dangers or discomforts he faced while travelling and living in a strange environment.
- Make a replica of Champlain's original settlement at Quebec using matchsticks, plywood, or cardboard.
- Set up your own Order of Good Cheer. Plan a menu.
- Write a brief report on the founding of Montreal.
- Draw a map of North America. Mark the earliest French settlements, with their dates. As later settlements are identified, add them to this map.

. Examine French immigration to the colonies in the New World.

- You are travelling by ship to the New World. Look at the accommodations, food supply problems, length of the voyage, hardships on board ship, etc.
- Write a story about being a daughter of the King. Describe in the story why you came to New France. Describe the conditions of your voyage and your first impressions of the new colony.

- Find information about the ships that carried immigrants to the New World during this period. This information might include: the size of the ships; length of the voyage; number of passengers carried; dangers to passengers during the voyage.
- Make a list of things that you would take with you if you were going to the New World. List them in their order of importance.
- Investigate scurvey, its causes, symptoms, and cure. Explain why so many fell prey to this disease.

. Examine the pattern of French settlement and the reasons why these settlements were located where they were.

- Look at an atlas. Why do you think that Three Rivers, Quebec, and Montreal were chosen as places for settlement?
- Locate Stadacona and the Gaspé coast on a map of New France. Which area is more fertile? What other factors are important in choosing a settlement site? Which area would you choose? Why?
- Examine maps to find the location of Tadoussac, Saint Croix, Port Royal. Explain why these centres were important in the establishment of the fur trade.
- Study maps and discuss the strategic location of Quebec.
- As a group project, construct a map of New France. Include the largest settlements, the St. Lawrence River and Lachine Rapids, and the location of important Native tribes. This map could be constructed with a plywood base. Plaster or flour paste could be used to make elevations of land. The surface could be painted with various colors to show the forests, mountains, lakes, and rivers, etc.

. Construct a map including all the colonies in North America at the end of the seventeenth century. Indicate which powers controlled which territories.

Development

. Briefly trace the highlights of the development of the fur trade as the main resource base for early French settlement.

- Compile a journal describing Champlain's career in New France. Choose the more important decisions and actions. Explain how they affected the future of the colony. (a) What use did Native people make of furs before Europeans came? What were some well-established Indian trade networks? (b) What was the importance of furs to Europeans? (c) How did the fur trade affect Native-European relations? (d) How did it affect the development of the European colonies?
- Make a list of trade items in North America in the seventeenth century. Which were most important to the Native people? Why? How did the fur trade operate in New France in the seventeenth century? What role did the following play: Champlain, French trading companies, the fur merchants, the coureurs de bois, the Native people?
- Make a sketch or model showing one of the methods used for trapping beaver.
- Listed below are some of the principal problems faced by French traders stationed at inland posts. List these problems in what you think is the order of importance. Justify your selection. (a) Distance from supply depots; (b) Dependence on voyageurs or Natives as interpreters; (c) Competition; (d) Isolation and boredom caused by the long, severe winters; (e) Threat of starvation due to prolonged winter weather; (f) Danger of canoes, loaded with furs, floundering in waters swollen by spring run-off.
- Examine the goods traded for beaver pelts. Make a poster showing goods for sale. What problems would you have if the poster could not be read? Suggest things our society uses in place of money when making purchases (credit cards, cheques, etc.).

. Examine what life was like in a French colony by investigating some of the following activities:

- What adaptations would the colonist have to make in clothing, and housing in order to be comfortable during a winter in Quebec?
- Make a chart comparing the climate data for Paris, France and Quebec, Canada.

- Discuss whether the climate would have made it difficult to grow wheat in Quebec.
- Learn some French folk songs and dances.
- Make up riddles and quizzes about famous personalities of this period.
- Travelling by the St. Lawrence River route took a whole month to go from Quebec to Montreal and back. Using an atlas, find the distance between these two places. How long would it take to travel the distance today by train? By car? By airplane?
- Discuss the planning and list the supplies that would be necessary to start a colony. Keep in mind that supplies would be brought in only once a year.
- How did settlers keep food from spoiling? What did they drink?
- Find some French Canadian recipes that the early settlers of New France might have used. Cook a meal using these recipes.
- Compile a list of all the things that the settlers in Port Royal grew. Plan a garden. What kinds of food could they make from these things?
- Design clothing using fur. Compare it to today's styles.
- Compare the average marital ages in New France to those today.
- Compare the average family size in New France to that of today.
- Make a chart illustrating the differences between the seigneurial system in France and the one in New France.
- Make a model of a seigneury. Show some of the strip farms, the homes, manor house, and mill.
- Pretend that you are a visitor to a seigneury. Write a series of letters to your parents describing your visit.
- Pretend that you are a seigneur or a habitant. Tell in play form or written narration how you happened to come to New France; how you got your land; how you managed your farm; what you and your family do for recreation.
- Make a chart showing the rights, responsibilities, and obligations of members of the seigneury.
- Imagine that you are the wife of a seigneur in New France. What preparations would you make for a holiday? What foods would you prepare?
- Describe a day in the life of a young colonist in New France. Include details of clothing, work, schooling, leisure activities, etc.
- Discuss the role of the seigneur, priest, habitant, artisan, merchant, shopkeeper, and fur trader in New France.
- Summarize the duties of the governor, the intendent, and the bishop. In what areas might their responsibilities overlap? What conflicts might result?
- Write a newspaper job description for the position of intendent.
- Pretend that you are Talon. Write letters to the King telling him of the work that needs to be done in New France.
- Find out what you can about Bishop Laval and the role of the church in New France. How did the church affect the French? the Native people?
- You are a habitant or settler whose problem is _____. Who do you go to see - the governor, intendent, or bishop?
- Find examples of art from this period. What type of subjects did the artists choose to portray? Can you figure out what the artists thought about the Native people?

. Investigate the effects that the establishment of French settlement had upon Native life.

- Which native tribes became allies of the French? How was this decided?
- Write a short play about the Native people and the French trading furs.
- Suggest reasons for conflict among the different Native tribes. How might the French leaders use this conflict to gain advantage; how might it work to their disadvantage?
- Suppose you were a Native hunter. What would be your attitude toward the French?
- Describe Champlain's battle with the Iroquois through the eyes of an Iroquois brave.
- What did Champlain learn from the Native people? What did they learn from him?
- What problems would Native people have as a result of contact with the French?
- Make a chart listing all the changes that occurred in the Native way of life as a result of the fur trade. Include which changes were the most important and which effects of the interaction were positive and which were negative.
- Select one Native tribe and prepare a report on how the fur trade changed their way of life.

Conclusion

. Examine a present day map of the Maritimes and Quebec. Do any of the early French settlements still exist? Are there towns and cities on the same sites as the early settlements?

. Prepare a list of the hardships and natural advantages the early settlers met. Make a similar list for today's immigrants to Canada. Which group do you think is better off?

. Write a play depicting life in New France.

. Write and illustrate a comic book depicting a topic on life in New France (e.g., The King's Daughters).

. Using the book, Famous People Once Were Kids, produce one of the plays provided on Life in New France.

. Prepare a historical newspaper or view a film presentation on the topic.

. Find out about the religious observance, food, games, entertainment, music, customs, and clothing of the period. Hold a parish celebration with your classmates.

. Prepare a diary covering one summer in the life of one of the following: a settler, a coureur de bois, a missionary, a soldier.

. Prepare a report showing how the life of a specific person identified in a social group is typical of the group to which he belonged, e.g., coureur de bois - Pierre Radisson; explorer - Champlain; farmer - Hebert; soldier - Pierre le Moyne D'Iberville; nurse - Jean Mance; missionaries - Paul le Jeune, Jean de Brebeur, Gabriel Lalement; teacher - Marie de l'Incarnation, Marguerite Bourgeoys; seigneur - Cavelier de la Salle; bishop - Laval; intendent - Talon; governor - Frontenac.

. Imagine you are an old habitant who was a coureur de bois in his younger days. What stories might you tell your grandchildren about your adventures? Prepare a story for the class.

. Present a debate on the fur trade showing its good and bad aspects. Some of the speakers might represent the point of view of: (a) the church; (b) a coureur de bois; (c) a farmer; (d) a Native hunter and trapper.

. In what region is fur trading carried on today? What products are made today from wild pelts? What products are made from ranch-raised pelts?

. There is much concern today about the protection and conservation of fur-bearing animals. Research and report on what is being done to preserve these animals.

. Interview an immigrant friend and his or her family. Find out how much of their original culture they still retain. You might discuss food, dress, music, sports, language, other forms of entertainment, holiday celebrations, etc.

. Identify individuals, groups, or organizations in your community or province whose major aim is to preserve French culture. Write to one of these groups or invite someone to come to your class to speak about their activities.

. Discuss some of the issues listed under the Attitude and Value Objectives at the beginning of this unit.

. Continue the time line started in Unit I.

UNIT II TOPIC OBJECTIVES

Topic 3: Life at the Time of the Conquest (Optional)

Note: If Topic 3 is omitted, it is suggested that Unit II be linked to Unit III with a brief look at the events which caused New France to pass into British hands.

Knowledge objectives

The students should be able to:

. describe what life was like during the time of conquest.

Thinking and research skill objectives

The students should be able to:

. research and interpret information about the three major groups (i.e., Native, French, English) in Canada at the time of the conquest under headings such as number of people, where they lived, economic activities, etc.

Attitudes and value objectives

The students should be able to:

. examine their own attitude towards some of the English-French issues currently visible in Canada.
. examine present attitudes of people towards the arrival of new immigrants.

Social participation objectives

The students should be able to:

. plan a poll in your neighbourhood or school finding out what ethnic groups live there.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Life at the Time of the Conquest (Optional)

- What was life like at the time of conquest?

Introduction

. Construct a map showing the area of the New World held by France and England before the struggle for the continent.

. Briefly explore the reasons why the British would be anxious to gain control of New France.

Development

. The French and English are at war. How is life affected? Examine such things as food supplies, recreation, family relationships, etc.

. Collect drawings and pictures to show how the weapons and methods of war today are different from those used by the French and English 200 years ago.

. Investigate the role of Native people in this conflict.

. Write a research report on the fortress of Louisbourg. Your report should include reasons for its location, details of its construction, the uses of material and money, its military and trade functions.

. Write a report on the expulsion of the Acadians from the point of view of each of the following: the governor of Louisbourg (as the French representative); Governor Lawrence (as the British representative): and an Acadian farmer from the Annapolis Valley. In conclusion, state which of the three had the best case. Explain why.

. Read Longfellow's poem "Evangeline" which describes the suffering of the Acadians during deportation.

. Describe in written or visual form the highlights of the Battle of the Plains of Abraham.

Conclusion

. Construct a map comparing the British holdings in North America before and after the French and Indian wars.

. Discuss the major cultural differences between French and English people.

. Examine the population distribution of the French in Canada today. On a map, locate major French settlements in each province.

. Present a discussion between two seigneurs; one who decides to stay in New France after the coming of the British and one who decides to go back to France. Give their reasons for the decisions which they have made.

. Discuss such issues as: "Ever since this conflict, the French people have had to struggle to maintain their cultural identity."

. Identify organizations in your community or province whose main purpose is to preserve French culture. Write to one of these organizations to find out more about its activities. If possible, visit a French cultural centre, or invite a representative to visit your classroom.

. Conduct a poll in your neighbourhood or school. Find out what ethnic groups live there. Talk to members of different ethnic groups to find out why they came to Canada. What problems did they have in adjusting to a new way of life?

. Continue the time line started in Unit I.

UNIT III-THE COMING OF THE BRITISH

UNIT III OVERVIEW

This unit is designed to develop an understanding of the life of the British people who emigrated to and settled in the land we now call Canada and their interaction with Native people and the French. Although their reasons for coming are examined briefly, the major emphasis is placed on their settlement patterns, how they lived, the hardships they encountered, their successes, achievements, and contributions. The concluding section of the unit deals with the significance of 1867. (Suggested Time: 5 weeks.)

UNIT III TOPICS AND FOCUSING QUESTIONS

1. The Loyalists Come to Canada

   - Why did the Loyalists, both British and Indian, leave their homes in the Thirteen Colonies during the American War of Independence?
   - What migration routes did they take and where did they settle in the land we now call Canada?
   - What was life like in a Loyalist settlement?
   - What impact did the arrival of these new settlers have on the lives of the French and Native people already living in the area?

2. Settlement at Red River

   - Who were the Metis and what was their life like before the arrival of the Selkirk Settlers?
   - Who were the Selkirk Settlers? What were their reasons for coming to the New World and where did they settle?
   - What was life like in the settlements at Red River?
   - How did the arrival of the Selkirk Settlers affect the lives of people already living in the area?

3. Immigration: 1815-1850 (Optional)

   - Why did significant numbers of European immigrants settle in the Maritimes, Upper and Lower Canada, during the first half of the 1800's?
   - What was life like during this time compared to today?
   - How did this period of immigration affect the lives of people already living in the Maritimes, Upper and Lower Canada?

4. Life at the Time of Confederation (Optional)

   - What was life like in Canada during the time of Confederation? How can it be compared to life in Canada today?

Note: If Topics 3 and 4 are omitted, it is suggested that Unit III be linked to Unit IV with a very brief examination of the importance of Confederation.

UNIT III TOPIC OBJECTIVES

Topic 1: The Loyalists Come to Canada

Knowledge objectives

The students should be able to:

. explain why the Loyalists, both British and Indian, decided to leave their homes in the Thirteen Colonies during the American War of Independence.
. identify on a map, the migration routes taken and the new areas settled by the Loyalists.

. describe the main characteristics of life in a Loyalist settlement and how it was different from life today.
. explain the impact that the arrival of these new settlers had on the lives of the French and Native people already living in the area.

Thinking and research skill objectives

The students should be able to:

. predict similarities and differences between the experiences of the Loyalists and experiences of recent refugees to Canada.

Attitude and value objectives

The students should be able to:

. share how they feel about the hardships faced by those people who chose to remain as loyal British subjects.
. share how they feel about the hardships and problems faced by those settlers who were forced to move to a strange, often hostile, environment.
. share how they feel about hardships faced by present refugees coming to Canada.

Social participation objectives

The students should be able to:

. investigate if there are refugee students or adults in their neighbourhood and interview them about their experiences of leaving a country and entering another country.
. organize a "bee" to cooperatively accomplish a task which needs to be done in the school or local community.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: The Loyalists Come to Canada

- Why did the Loyalists, both British and Indian, leave their homes in the Thirteen Colonies during the American War of Independence?
- What migration routes did they take and where did they settle in the land we now call Canada?
- What was life like in a Loyalist settlement?
- What impact did the arrival of these new settlers have on the lives of the French and Native people already living in the area?

Introduction

. Establish a background for this topic by examining who the Loyalists were and their motives for moving from the Thirteen Colonies into the land we now call Canada.

- Examine briefly the reasons for the American colonists' dissatisfaction with Britain.
- The British called the people who wanted independence "rebels." They called themselves "patriots." Can you explain why? What is the difference in the meaning of these two words?
- Read to the class a letter found in Canada Today, (pp. 222-224), depicting treatment of the Loyalists by American patriots.
- Present a discussion or a play depicting two Loyalists, one of whom decides to stay in the United States, and one who decides to go to British North America, giving their reasons for their decisions.
- During the time that the American colonies were trying to break away from Britain, brother was set against brother, friend against friend. Have you ever been in a similar situation? Describe how you would feel. Write a story depicting this conflict.

- During the time of the American Revolution, American patriots were burning the King in effigy. How would you feel if you were really loyal to the King? Illustrate this scene. Write a story or dramatize the scenario.
    - Illustrate a tarring and feathering of a Loyalist.
    - You are a Loyalist and your best friend has just been tarred and feathered. Describe the event and your feelings.
- Hold a debate on the advisability of helping a Loyalist family to escape.
- You are a Loyalist and you have to leave your home in 24 hours. List the items you would take with you. Limit yourself to _____ items.
- Suppose you were a Loyalist who had fled from the American Colonies. Write a letter to a friend telling how you escaped, describe your problems, fears, successes, etc.

. Examine how the lives of Native people were affected during the period of Loyalist migration and settlement.

- Describe the involvement of Native people in the American War of Independence.
- What commitments did the British government make to members of the Six Nations Confederacy?
- Examine the role of Joseph Brant.
- Give the point of view of a Mohawk Indian who is forced to leave ancestral lands and re-establish in Southern Ontario.
- Discuss how land was given to the Mohawks and the hardships they faced in resettlement.

Development

. Examine Loyalist migration and settlement patterns.

- On a map of North America, label the routes the Loyalists used. Examine both land and sea routes.
- Find information about the ships that carried the Loyalists to British North America. The information could include: the size of the ship; the length of the voyage; the number of passengers carried; the dangers to passengers during the voyage.
- You are travelling by ship to British North America. Examine the accommodations, food supply, problems with fresh food, bathroom facilities, entertainment, etc.
- Examine how the British aided the Loyalists with transportation.
- Many Loyalists kept diaries of their travels and experiences. Have the class write an imaginary passage of a Loyalist's journey, either by land or water, describing the dangers and discomforts they faced. Write entries from the point of view of a woman, a man, and a child.
- Draw a full page map of North America. Mark on the earliest Loyalist settlements with their dates. As you learn about later settlements, add these to your map.
- Choose three Loyalist settlements. Look at their location, using your atlas. Why do you think they were chosen as places for settlement?
- Examine major Loyalist settlements in terms of climate, natural vegetation, major resources, water supply, etc.
- Find reasons to explain why some of the Loyalist settlements grew while others disappeared. Examine the physical advantages and disadvantages of each.

. Examine how the lives of French or Native people already living in the area were affected by the arrival of the Loyalists. What hardships were created? What did they have in common? How were their ways of life different? How did they help each other? How did they benefit?

Note: Select some of the activities from the following main categories to develop understandings of what life was like in non-Native, Loyalist settlements.

. Establish Homes
- Discuss how land was given to the Loyalists.
- Examine the role of the surveyor. Contact the City of Winnipeg Works and Operations Department to find out about their surveying equipment and methods.
- Two Loyalist families establish farms near one another. How could they help each other?

- Make a replica of a Loyalist farm, house, or settlement.
- Describe what a typical Loyalist kitchen, bathroom, livingroom, bedroom, etc., might look like.
- Use clothes pin art to construct replicas of Loyalist furniture.
- Pretend you are a real estate salesperson. What would be the benefits of living near the river that you would point out to your client?

. Family Life
- Find out if you can how these early settlers made soap, dye, brooms, glue, furniture, candles, blankets, and clothing.
- What type of clothing would Loyalists require for their new way of life? Design clothing that you think would be appropriate.
- List all the things that Loyalist farmers grew. What kinds of food would they make from these things?
- Find some Loyalist recipes that were used. Cook a meal using these recipes.
- Research old Loyalist recipes for: salt pork; steamed corn bread; Indian mush; spruce beer; dried apples.
- If the Loyalists could not use real coffee and tea, what might they use instead?
- What kinds of games did Loyalist children play?
- Describe the type of toys that Loyalist children might have or could make.
- Examine a Loyalist school. Compare it to your school.
- Discuss the role of the church in a Loyalist settlement.
- Write a story about two Loyalists getting married. Describe the clothing, ceremony, celebrations, gifts, etc. How would it be different from a wedding today?
- Doctors were scarce in Loyalist settlements so the people were forced to develop a number of cures for sicknesses. Research some of these cures. (Consult Fitzhenry and Whiteside's The Loyalists for information.)
- Imagine you are a Loyalist farmer or business person. What preparations would you make for a holiday? What would you prepare? What type of entertainment would you have?

. Working Together
- What is a "bee?" Suggest some things early settlers found easier to do as a group rather than by themselves. Do people hold bees now?
- Establishing homes in the backwoods would have been almost impossible without stumping, barn raising, and other bees. Give reasons for agreeing or disagreeing with this statement.
- Make a list of the food that people would eat at a barn raising bee. What kinds of crops would they have to grow to make these dishes? What animals would they have to raise? Did they eat anything that did not come from the farm?
- What preparations would a pioneer housewife make for a barn raising bee?
- Draw a picture of men at work on the barn or of the women engaged in a typical co-operative activity.
- Examine the role that slavery played in the development of Upper Canada.

. Occupations
- What types of jobs existed? Which would be done in town and which would be done in the country?
- Choose an occupation, and write a short story about what it would be like to do this work.
- If you suddenly had to change occupations, such as becoming a farmer, and you had no experience or background, what problems would you encounter? Who would teach you?
- Describe any one of these days in the life of a pioneer Loyalist family: a berry picking expedition; a barn raising bee; sugaring off.
- Discuss the different occupations in a Loyalist town or village. Compare them to today.

. Trade
- The Loyalists still depended on supplies from outside sources. Make a list of things they could not supply themselves and explain why.
- If the Loyalists had very little money, how could they buy things? What would they use instead of money?

. The Arts
- Find examples of art from this period. What type of subjects did the artists choose to portray in their work?

Conclusion

. The Loyalists were "displaced persons." In what ways were their experiences, treatment, etc., like those of displaced persons from Europe and Asia today?

. Are there any groups of people today who are having similar problems to those encountered by the Loyalists (e.g., Ethnic Chinese from Viet Nam)?

. Plan an automobile trip along the land routes used by the Loyalists. What changes would one expect to see?

. Discuss the effects that the migration of the Loyalists had upon the development of our country.

. Pretend that you are a travel agent. Organize a tour of a Loyalist settlement. What would you show to tourists? What would you hide?

. Compare life in a Loyalist town to life in the country.

. Contrast the life of a wealthy Loyalist family before and after the American War of Independence.

. You are a British subject, living in England. Your niece, nephew, son, or daughter is now living in British North America. Write a series of letters that might be exchanged between with them.

. You are an old Loyalist. What tales might you tell your grandchildren about your adventures? Prepare one (either oral or written) to share with the class.

. Hold a bee to accomplish something your class needs done, or do something for your community. You could clean up a park or playground, remove litter along the side of a river or lake, or make something for the school. Remember to arrange for food and entertainment after the work is done (from: Growth of a Nation, Fitzhenry and Whiteside, 1979, p. 151).

. Continue the time line started in Unit I.

UNIT III TOPIC OBJECTIVES

Topic 2: Settlement at Red River

Knowledge objectives

The students should be able to:

. explain who the Metis were and how they lived before the arrival of the Selkirk Settlers.
. explain who the Selkirk Settlers were, their reasons for coming to the New World, and where they settled.
. describe what life was like in the settlements at Red River.
. describe how the arrival of the Selkirk Settlers affected the lives of people already living in the area.
. understand what is meant by the term "Confederation."
. explain why the year 1867 was especially important to the development of our country.

Thinking and research skill objectives

The students should be able to:

. write a play about some aspect of the Selkirk Settlers.
. compare the hardships encountered by the Selkirk Settlers with those encountered by the Loyalists.
. compare selected aspects of the way of life at the Red River Settlement with the way of life today.

Attitude and value objectives

The students should be able to:

. share their feelings about the hardships faced by the Selkirk Settlers who came to the Red River area.
. share the concerns that the Native peoples might have felt with a group of newcomers settling within their midst.

Social participation objectives

The students should be able to:

. plan a field trip to a historic site or museum associated with this period of history (e.g., Lower Fort Garry, historic sites in St. Boniface).
. dramatize a play about some aspect of the settlement at Red River.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Settlement at Red River

- Who were the Metis and what was their life like before the arrival of the Selkirk Settlers?
- Who were the Selkirk Settlers? What were their reasons for coming to the New World and where did they settle?
- What was life like in the settlements at Red River?
- How did the arrival of the Selkirk Settlers affect the lives of people already living in the area?

Introduction

. Establish a background for this topic.

- Who were the Metis? What role did they play in the fur trade? Where was the Metis population located in Manitoba?
- Describe the lifestyle of the Metis in winter and in summer using the format suggested in Unit I.
- Describe how the buffalo was utilized. Write a story or draw a picture about going on a buffalo hunt.
- Who were the Selkirk Settlers? Where did they come from originally? What were their motives for coming to the New World? What fears would they have? What would they bring with them?
- Label, on a map of the world, the sea route used by the Selkirk Settlers.
- Examine the methods of transportation available to the Scottish colonists. What problems might they encounter in crossing the Atlantic?
- On a map of Canada, outline the Lord Selkirk Land Grant.
- Who was Lord Selkirk? What did he hope to accomplish in the New World?
- Try to identify a land route the Selkirk Settlers might have used to get to the Selkirk Land Grant. Why would it not be possible to travel the majority of the distance by land?
- What were the origins of the Saulteaux who lived in the Red River region? What was the nature of their interaction with the Selkirk Settlers?

Development

. Draw a plan of the Metis river lots.

. Draw a plan of the Selkirk settlement.

. Examine the natural resources of the settlement. List what could be used for food, housing, clothing, transportation, tools, weapons, etc.

. In chart form, describe the major aspects of the life at the Red River Settlement.

. Research what the Selkirk Settlers would eat if they were going to have a celebration. How would their menu compare with that for a Metis celebration? If possible, have a similar celebration, dressing up in the appropriate clothing, and serving similar food. What songs and dances might have been included?

. Describe the development of the Red River Jig. Describe a jigging contest. Have a Metis person come to the class to demonstrate the jig.

. Identify all the major forms of entertainment available to the inhabitants of the Red River Settlement.

. If you were an eleven-year-old child living in the new settlement, how would you amuse yourself?

. Describe how bannock is made. If possible, make some to serve to the class.

. Make a model of a Red River cart.

. Examine the history and meaning of the kilt. If possible, have a bag piper come in and play to the class or listen to records of bag pipe music.

. What was the role of the fur trade in the Red River Settlement?

. Why were the Hudson's Bay Company and the North West Company in competition? What were freetraders?

. Why did Macdonell forbid the Metis to sell pemmican to the West? What would have been the result if the Metis had obeyed? What did the Metis do?

. Describe the Battle of Seven Oaks. How could it have been avoided?

. Tell about the work of Cuthbert Grant, Pierre Falcon.

. Imagine you are an Indian living near the new colony. Summarize in writing how you would feel about the settlers coming to the Red River Valley.

. How would you feel about the Selkirk Settlers if you were a Metis? How would you feel about the Metis if you were a Selkirk Settler?

Conclusion

. You are one of the following people: Lord Selkirk, Governor Semple, Miles Macdonell. Describe your feelings about the settlement. What would you change? What plans would you make for the future?

. Write a play about the Selkirk Settlers. Act I: Settlers Departing from Scotland. Act II: A Group of Settlers Discussing Whether They Should Abandon the Colony. (Here you have the opportunity to tell about the hardships and dangers they endured, the assistance of the Saulteaux, and what they thought about their prospects for the future.) Act III: Good Times at Red River.

. Write an imaginary letter from a Selkirk Settler to his/her parents in Scotland telling about life in the new settlement.

. Compare the climate of the prairies today to that of the time of Red River Settlement. How does climate affect your life? How would it affect the lives of the early settlers? Who has the better situation? Prove your decision.

. Either call or write to a major meat-packing company in Manitoba. Find out what you can about buffalo meat. Buffalo meat is now available in some restaurants. If possible, obtain a sample to serve to the class.

. Continue the time line started in Unit I.

. Plan a field trip to Lower Fort Garry, or another historic site or museum associated with this period of history.

UNIT III TOPIC OBJECTIVES

Topic 3: Immigration: 1815-1850 (Optional)

Note: If you choose to omit the optional topics - Immigration: 1815-1850 and Life at the Time of Confederation, then Unit III should be linked to Unit IV with a very brief look at Confederation.

Students should know the significance of 1867 and the task of forming a Canadian nation, but they should not be burdened with the conferences, the terms of the British North America Act, etc.

Any examination of Confederation will require that the students have some background information so that the significance of 1867 will become apparent. Since this section is to be treated briefly, it would be appropriate that the teacher provide the students with a great deal of this background information or direct students to appropriate resources. Moreover, it is imperative that the teacher direct much of the discussion in this area.

A number of approaches are available to the teacher. One is to have the students read from selected resources so that the students can develop an understanding or at least an awareness of life during the 1860's. However, care must be taken to select references that are suitable for Grade 6 students.

Knowledge objectives

The students should be able to:

. explain the reasons why a significant number of Europeans came to the Maritimes, Upper and Lower Canada, during the first half of the 1800's.
. describe what life was like during this time compared to life today.
. explain how this period of immigration affected the lives of people already living in the Maritimes, Upper and Lower Canada.

Thinking and research skill objectives

The students should be able to:

. participate in researching information about immigrants to Canada.
. contrast present ways of travelling with those that people used in the first half of the nineteenth century.

Attitude and value objectives

The students should be able to:

. recognize the contributions that have been made by immigrants to Canada.

Social participation objectives

The students should be able to:

. with the teacher's guidance, and in groups, plan a project on life in a pioneer settlement in the Maritimes, Upper Canada, or Lower Canada.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Immigration: 1815-1850 (Optional)

- Why did significant numbers of European immigrants settle in the Maritimes, Upper and Lower Canada during the first half of the 1800's?
- What was life like during this time compared to today?
- How did this period of immigration affect the lives of people already living in the Maritimes, Upper and Lower Canada?

Introduction

. Identify the people, in terms of their ethnic background, who came to Canada during this period.

. Identify their mother countries on a map of the world.

. Examine their reasons for coming to Canada.

. On a map of the world, trace their routes to Canada. On an outline map of Canada, label the areas that were called the Maritimes, Upper and Lower Canada.

. Compare the methods of transportation they used to those we have available to us today.

Development

. Do group or individual projects on life in a pioneer settlement in the Maritimes or in Upper or Lower Canada.

- Make a model of a settler's cabin. Use balsa wood and cardboard to make models of pioneer furniture. Make a model of a pioneer room in which to display the furniture.
- Draw a diagram of a pioneer kitchen.
- Make a collection of utensils, tools, clothing, etc., found in a pioneer home. Use pictures or drawings if you are unable to obtain actual samples.
- Obtain a dress maker's dummy. Using pieces of scrap material, design or try to duplicate pioneer clothing.
- Make a sample loom. (Reference: Fitzhenry and Whiteside's Building A New Life, pp. 14-15)
- Find out how early settlers washed and ironed their clothes. Describe how soap was made. Make some starch the way a pioneer wife obtained it. Peel a potato and rub it through a metal grater. Put the grated potato in a piece of cheesecloth. Add two tablespoons of water and squeeze the juice into a glass. Allow it to stand for half an hour. The white substance at the bottom is starch.
- Compare laundry methods then to laundry methods now.
- Describe a feast you might give in your pioneer home in Upper Canada. What would you serve and where would you obtain it? How would your feast be different if you lived in the Maritimes? Lower Canada? Prepare different menus.
- Most girls in pioneer Upper Canada played with corn husk dolls. Make one or bring in samples.
- Have a taffy pull.
- Have children bring fabric squares from home to make a patchwork quilt. Use liquid embroidery to illustrate provincial floral emblems on plain material to form alternate squares.

- Do a silhouette shadow portrait. These were done in pioneer times. Make silhouettes of everyone in your class including your teacher.
- Examine in what ways occupations of people settling in the Maritimes, Upper and Lower Canada were similar and different.
- List ways to show how the forests affected the lives of the settlers. Research the timber industry. Why was it important for timber to be cut near a river or lake?

. Do group or individual projects on the developments in communication and transportation during this time period.

- Describe some of the different types of boats that were used. What were some of the ways of propelling boats? Discuss the importance of a canal. What are canal locks? Find out how they work. Make a model. Investigate locks that are used in Manitoba today.
- List how a steamship could affect the lives of the settlers.
- Describe how roads were built.
- Research the early development of the railway. How would the railroad help the settlements? How would it help towns to grow?
- Make a list of the communication methods used today. Which were unknown in 1850?
- Compare our present ways of travelling with those that people used in 1815-1850. This could be done in written form, through murals, picture collections, charts, etc.

. Summarize the effects that this period of immigration had on the lives of Native people and other ethnic groups already living in the Maritimes, Upper and Lower Canada. How would life be changed? What benefits and disadvantages would there be? How did this period of immigration contribute to the growth of our country?

Conclusion

. Read stories of family life in pioneer times.

. Make a mural of workers on a farm; in a shipyard; in a railway station; digging a canal, etc.

. Have students write experience charts telling about life in pioneer times.

. How did pioneer life differ from our life today? Make a chart using the following headings: Food; Clothing; Shelter; Transportation; Entertainment; Schools; Holidays; etc.

. Collect pictures of pioneer times and match them with pictures of today. Example: Houses; Clothing; Transportation; etc.

. Debate the following statements:

- "It was much easier for children to grow up during pioneer times than it is today."
- "The best settlers are the ones who start with nothing and have everything to gain by working hard." (from: Growth of a Nation, p. 190)

. Find out if there is anyone in your community that knows how to spin wool. Invite that person to come to the class to demonstrate this skill.

. Write letters to the Upper Canada Village in Ontario asking for information about pioneering days in early Canada.

. Investigate your family's ethnic background. Did any of your ancestors come to Canada during this time?

. Continue the time line started in Unit I.

UNIT III TOPIC OBJECTIVES

Topic 4: Life at the Time of Confederation (Optional)

Knowledge objectives

The students should be able to:

. explain the meaning of Confederation.
. describe what life was like in Canada during the time of Confederation and how it was similar to and different from life today.

Thinking and research skill objectives

The students should be able to:

. research how Canada celebrates July 1st.
. research how other countries celebrate their birthdays.

Attitude and value objectives

The students should be able to:

. share their feelings about the advantages and disadvantages of Confederation.
. share their feelings about how July 1st should be celebrated in Canada.

Social participation objectives

The students should be able to:

. plan and carry out an activity suitable for celebrating July 1st.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: Life at the Time of Confederation (Optional)

- What is meant by the term "Confederation?"
- Why is the year 1867 especially important to the development of our country?
- What was life like in Canada during the time of Confederation? How can it be compared to life in Canada today?

Introduction

. Using a map of Canada, identify the areas of Canada that were quite extensively settled by the 1860's (the Maritimes, Upper and Lower Canada).

. Review the main characteristics of each area.

. From selected reference sources, determine what each area wanted and feared from union as one country.

Development

. Look at pictures of people living in Canada at the time of Confederation. Pretend that you are one of these people. Describe what your life was like. Would you be for or against Confederation?

. Promote an understanding of Confederation by using an anology of a hockey team. Each colony represents a team with a coach (i.e., a leader or spokesperson). Each team has readily identifiable characteristics. These emblems may be coats-of-arms, floral emblems, songs, etc. (team colors). Run off a stencil of hockey players and use them to promote the idea of teams. Write the names of the colonies instead. Make use of a bulletin board space to

dramatize the team emphasis. Draw an outline map of a colony. Glue on several hockey players. Underneath, identify the characteristics of the team (the name of the colony and what it wanted during this time period, as well as listing major characteristics of life in the area). Organize your class into different teams. Rearrange the seating in your classroom to isolate the teams. Have each team present their desires, wants, etc. Have each team display its team colors. Make use of written reports, posters, discussion. Have each team sing its team song. Bring the teams together for a tournament (parallel to a conference). Present ideas, discuss points of view. Discuss the word "compromise."

Conclusion

. On an outline map of Canada, label the provinces that were created in 1867. What was the rest of the land called? When were the remaining provinces created? Who was the leader of this confederation?

. Discuss both the advantages and disadvantages of Confederation.

. Examine some of the major personalities of the period.

. If you were a Grade 6 student on July 1, 1867, describe how you might have felt. How would your community have celebrated this event? How does it celebrate July 1st today?

. Identify organizations in your community who are responsible for planning July 1st celebrations. Either talk or write to one of these organizations to find out more about its activities.

. Debate this statement: "July 1st should no longer be called Dominion Day. July 1st should be celebrated on the same day of the week each year."

. Continue the time line started in Unit 1.

UNIT IV-LIFE IN LATE 19TH CENTURY WESTERN CANADA

UNIT IV OVERVIEW

This unit is designed to promote a greater understanding of the settlement of Western Canada after 1867 and its impact on the people already living in the area. It considers the way of life of homesteaders and urban residents and the establishment of the Reserve System, with its ultimate long range effects on Native people. It examines the creation of the province of Manitoba and the effects of increasing industrialization. The optional topics in the unit are designed to promote an understanding of how West Coast Native society was changed by the arrival of newcomers to the area and what life was like during a gold rush period. (Suggested Time: 5 weeks.)

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Manitoba Becomes a Province

   - Why and how did Manitoba become a province of Canada in 1870?

2. The Relocation of Native People onto Reserves

   - Why did the government undertake a plan to relocate Native people onto reserves?
   - How did the establishment of reserves change the traditional Indian way of life?
   - How is life on a reserve today similar to and different from life on a reserve in the past?

3. The Pioneering Experience in Western Canada After 1867 (Rural and Urban)

   - Why did large numbers of people move to Western Canada after 1867? Who were they? Where did they come from and where did they settle?
   - How did the new immigrants interact with people already living in the area?
   - What was life like for people living on homesteads?
   - What was life like for people living in early towns and cities?
   - How did increasing industrialization affect the lives of people?

4. West Coast Native Society and the Newcomers (Optional)

   - How did Native people on the West Coast or in the interior of British Columbia live before the arrival of Europeans?
   - Why did Europeans become interested in this area of Canada?
   - How did the arrival of these newcomers affect the lives of Native people?

5. Life During a Gold Rush Period (Optional)

   - Where did gold rushes occur in Canada?
   - What was life like during a gold rush period?
   - How did the gold rush days affect the lives of people and their environment?

UNIT IV TOPIC OBJECTIVES

Topic 1: Manitoba Becomes a Province

Knowledge objectives

The students should be able to:

. explain how and why Manitoba became a province of Canada in 1870.

Thinking and research skill objectives

The students should be able to:

. research what Manitoba was like in 1870 under headings such as size, population, major settlements, etc.

Attitude and value objectives

The students should be able to:

. share how the inhabitants of the Red River Settlement may have felt toward the surveyors who came to survey the land.
. discuss the pros and cons of the demands made by the Metis to the Canadian government.

Social participation objectives

The students should be able to:

. investigate and share present-day examples of demands made by people to the Canadian government.
. share how land expropriation today may cause reactions within a society similar to those caused by the land surveyors around 1870. (Perhaps there is an example within the community which could be investigated.)

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Manitoba Becomes a Province

- Why and how did Manitoba become a province of Canada in 1870?

Introduction

. Manitoba did not join Confederation along with the four original provinces in 1867. Explore the events that led up to the entry of Manitoba in 1870.

- Examine a map indicating the post-1867 boundaries of Canada and the Northwest. Mark in the Red River Settlement and the remaining territory under Hudson's Bay Company control.
- During this period approximately five out of every seven people in the Settlement were Metis of French or English and Indian ancestry. Find out the population of the Settlement in 1869.
- Report briefly on some aspects of life in the Red River Settlement during the late 1860's (e.g., main economic activities, the role of the churches, transportation/communication links with other areas, etc.). (Articles and advertisements in the Settlement's newspaper, The Nor'Wester, give a good indication of activities. Reprints of the May 13, 1865 edition are distributed at Lower Fort Garry.)
- What changes were influencing the Metis lifestyle (e.g., reduction in buffalo herds, replacement of canoe and cart freighting with steamboats, increase in English-speaking settlers, etc.)?

. Far in advance of Manitoba's entry into Confederation, people recognized the Red River Settlement's strategic location. Whoever controlled the Settlement controlled access to the entire Northwest. There was general support for ending the rule of the Hudson's Bay Company, but no one could agree on the colony's future.

- Ask students to suggest some of the alternatives that might seem logical, given the Settlement's location, history, and connections with other areas (e.g., 1. establish an independent government made up of local inhabitants; 2. join with Canada; 3. join with the United States). Speculate on how our lives might be different today if the Red River Settlement had developed an independent government or had been annexed by the United States.

- Then have students undertake group or individual research to discover the actual course of events leading to provincial status.

Development

. Although their interests were at stake, inhabitants of the Red River Settlement were excluded from negotiations to transfer power from the Hudson's Bay Company to Canada. What concerns did the inhabitants have about the impending takeover? Ask the students to suggest some possible concerns, then check these suggestions through research. Then role play a situation in which French and English Metis discuss their fears about:

- Loss of livelihood as increased agricultural settlement drives away buffalo.
- Expropriation of land since few Metis hold clear title to their property, etc.

. Examine a map of the Red River Settlement which shows the parishes in the area. What settlement patterns are noticeable? How were the Metis lots laid out? Why would the Metis be upset by the arrival of Canadian surveyors (imposition of townships following the grid system would destroy river lot system).

- Report to the class on present-day examples of government expropriation of land in your community or in other parts of Canada. What is the reaction of the people invoived? Are there any parallels with the Metis' situation in the 1860's?
- Read A Very Small Rebellion by J. Truss and explain to the class how this story relates to the Metis' concerns about land expropriation.

. Find out who William McDougall was and his role in the events at Red River. What was the Metis community's reaction to William McDougall?

- Read or sing the English translation of Pierre Falçon's song, "Misfortunes of An Unlucky 'King' ", which records the Metis version of McDougall's actions (cf. Songs of Old Manitoba). If possible, visit La Barriere Park in St. Norbert to investigate how the park was named.

. Pierre Falçon helped record the oral history of events in the Red River Settlement. The local newspaper, The Nor'Wester, also provides a valuable source of information of the times. Do some research to find out what position the editor(s) took on the transfer of control from the Hudson's Bay Company.

- What other communication systems were important in the events at Red River (e.g., telegraph)?

. Because the inhabitants of Red River wanted to voice their concerns before the transfer of power was complete, they drew up a "list of rights" to present to the Canadian government. What were the main points in their petition? How were their proposals received? Do you think their requests were reasonable?

- Find present-day examples of the local, provincial, or federal levels, of lobby groups who have petitioned for government action in their favor. Are there any parallels with the 1870 situation?

. Some Metis urged that stronger actions be taken so they established a provisional government. Do research to find out who the leaders were and what the government's role was. Who were the main opponents of this government? What were the consequences of Thomas Scott's execution?

. The Canadian government eventually negotiated with the provisional government and adopted many of the terms in the list of rights for the new Province of Manitoba.

- Consult a historical atlas to discover why Manitoba was referred to as the "Postage Stamp" province. When were the boundaries changed?
- Imagine you are the editor of The Nor'Wester in 1870. Design the front page for your paper to announce the entrance into Confederation. Include "on the street" interviews with a number of citizens to give their reactions to events. If possible, examine a newspaper from this period to find out how the event was reported.

. Louis Riel is often referred to as the "Father of Manitoba." Write a brief report explaining whether or not you believe this title is justified.

. Who was Manitoba's first Member of Parliament? Why did he never take his seat?

. Who was Manitoba's first Premier?

Conclusion

. The Canadian Government recognized Metis claims to land by providing each family with scrip. Invite a member of the Manitoba Metis Federation to explain the scrip system, or do individual research on the topic.

- Role play a situation in which a French-speaking Metis family decides whether they will trade in their scrip for land in Manitoba or move further west. Present arguments both for and against staying in the province.

. On a map of Canada, locate the major settlements to which the Metis moved when they left Manitoba. What were their reasons for leaving?

. Plan a field trip to Manitoba's Legislative Buildings. What pictures, records, etc., are there to commemorate the happenings of 1870 and the first government? In what other ways are Metis contributions to Manitoba history recognized (e.g., Inkster Boulevard, the Norquay Building, Falcon Lake, Isbister Hall-University of Manitoba)?

. Continue the time line started in Unit I.

UNIT IV TOPIC OBJECTIVES

Topic 2: The Relocation of Native People onto Reserves

Knowledge objectives

The students should be able to:

. explain why the government undertook a plan to relocate Native people onto reserves.
. describe how the establishment of reserves changed the traditional Native way of life.
. compare life on a reserve today with that of the past.

Thinking and research skill objectives

The students should be able to:

. research information about reserve life in the past and in the present.

Attitude and value objectives

The students should be able to:

. share their feelings about the establishment of reserves for a group of people.
. appreciate that modern reserves are communities that share many similarities with other communities.

Social participation objectives

The students should be able to:

. arrange an interview or visit with Band Office personnel (or write a letter) to discuss a topic such as: the organization of a Native reserve today; land claims of Native groups; and, share it with the class.

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: The Relocation of Native People onto Reserves

- Why did the government undertake a plan to relocate Native people onto reserves?
- How did the establishment of reserves change the traditional Indian way of life?
- How is life on a reserve today similar to and different from life on a reserve in the past?

Introduction

. Indian people in the Northwest Territories shared many of the Red River Metis' concerns about the opening of the West to homesteaders. The nineteenth century Plains culture, based on the buffalo hunt, had flourished because of the availability of European trade goods and horses. An influx of settlers would hasten the end of their already threatened lifestyle.

- On a map of western Canada identify the main Plains tribes and their locations prior to Confederation.
- Investigate the way of life of one Plains tribe (e.g., the Plains Cree or Blackfoot in the mid-nineteenth century), paying particular attention to the influence of European trade goods in their society. How did their way of life compare to that of the Manitoba groups examined in Unit I?

. Briefly discuss with the class the policies of the eighteenth century British government which established precedents for future actions by the Canadian government.

- One hundred years earlier, Eastern Woodlands Indians in British North America faced a similar threat to their traditional culture as the flow of European immigrants escalated. The British government recognized Indian land claims by signing treaties to purchase land for non-Native settlement, e.g., 1781 - purchased the west side of the Niagara River from the Ojibway and Mississauga; and by granting reserves for Indian use, e.g., 1784 - Six Nations reserve set aside at Brantford for Loyalist Iroquois after the American Revolution.
- Point out that because of these historic precedents the Canadian government would have difficulty in simply expropriating land in the Northwest Territories without compensating the Indian inhabitants.

. Students should also be aware that in some cases, Native peoples from the east migrated west in order to preserve their traditional lifestyles, e.g., in 1790 Chief Peguis led a band of 200 Ojibway from Sault Ste. Marie to settle along Netley Creek, fifty km north of the confluence of the Red and Assiniboine Rivers. However, a century later, this alternative was not open to Indian people.

. Have the students participate in some of the activities suggested in the Development Activities to examine the interaction between the Indian people and the Canadian government that resulted in the establishment of reserves in the Northwest Territories.

Development

. Once students are familiar with Plains lifestyles, ask them to suggest how the large scale agricultural development and settlement proposed for the Northwest Territories would affect the Indian people. What alternative ways of life might Indian people consider to replace the buffalo hunt?

- If you were a government official, how might you advise your superiors about policies concerning Indian people?

. Suggest some reasons why the Canadian government wanted to sign treaties with the Indian people of the Northwest. For example: 1. to free up land for non-Native homesteaders by placing Indians on reserves; 2. to assist Native people in making the transition from their traditional lifestyles to one more closely approximating that of non-Native society; 3. to assert Canadian sovereignty over the Northwest Territories.

. Suggest some of the pressures on the Indian people to agree to sign treaties with the Canadian government. For example, recognizing the inevitable end of their traditional ways, they took the only alternative open to them. To refuse would have meant that they received no compensation.

- Indian people were aware of the treatment their people received at the hands of the American government and wanted to avoid this kind of confrontation.

. Why would we not expect Native people to unanimously support the reserve policy? Treaties 1, 2, and 5 affected larger parts of Manitoba. Examine a map to find out the area each treaty covered.

- Research the terms of one of these treaties and then dramatize its signing. Be sure to indicate the pomp and ceremony surrounding the signing, and any opposition on the part of the Indians represented.
- What treaties were signed with Plains tribes?

. What provisions in these treaties were designed to change the Indians' lifestyle? For example, Treaty #1 states: "a male and female of each kind of animal raised by farmers" and "A plough and a harrow for each settler cultivating the ground", and "a school on each reserve . . . whenever the Indians of the reserve should desire it."

Note: Copies of the treaties and maps of treaty areas are available by writing: Central Distribution, Department of Indian and Inuit Affairs, 2015 - 10 Wellington Street, Hull, Quebec, K1A 0H4.

. Metis people were helpful in the treaty signing process. What role did they play? Write a brief report on the work of James McKay.

. Write brief reports on the contributions and work of some of the following people: Commissioner Simpson; Yellowquill; Chief Peguis; Poundmaker; Big Bear; Crowfoot; Father Lacombe; a chief from a specific reserve who signed one of the treaties.

. Investigate how life changed for the Indians after they moved onto reserves.

. Write a report on the disappearance of the buffalo. How did this affect the Indians of the Northwest?

. A reserve is a community. Locate reserve communities in Manitoba. Compare a reserve community today with the city or a small town in terms of: a) schools; b) churches; c) medical services; d) recreation; e) housing; f) transportation; g) shopping; h) job opportunities; i) local government.

. What are the advantages and disadvantages of living on a reserve today?

. What role did the N.W.M.P. play in treating with the Indians?

. Did the Government observe the terms of the treaties?

Conclusion

. Discuss this statement: "The treaties which Native people signed were not really treaties in the true sense of the word."

. Research the history of your reserve or a reserve near you.

. The only buffalo we see now are in parks or on private property. Investigate how the buffalo were saved from becoming extinct.

. The Sioux Indians did not live in Manitoba when treaties were being signed. Research why they came to Canada and how they became Canadian citizens. Are there other political refugees in Canada today?

. Find out what "Treaty Days" are like on a modern reserve.

. Plan a student exchange trip between reserve and off-reserve students.

. Arrange a meeting to interview Band Office personnel in order to find out about the organization of a Native reserve today. If an actual meeting is not possible, communicate in writing with the Band Office requesting information.

. Find out if there are other instances in Canadian or World history where the government has established a reserve for a group of people. What was the rationale for the policy? Do you support or oppose this policy?

UNIT IV TOPIC OBJECTIVES

Topic 3: The Pioneering Experience in Western Canada After 1867 (Rural and Urban)

Knowledge objectives

The students should be able to:

. explain why large numbers of people moved to Western Canada after 1867; who they were, where they came from, and where they settled.
. describe how the new settlers interacted with people already living in the area.
. describe what life was like for people living on homesteads and in early towns and cities.
. explain how increasing industrialization affected the lives of people.

Thinking and research skill objectives

The students should be able to:

. identify the hardships and problems faced by early homesteaders and urban residents in Western Canada.
. research various topics related to early homestead and urban life.
. compare the role of pioneer men, women, and children with their roles today.

Attitude and value objectives

The students should be able to:

. share feelings that may have existed among the early homesteaders who came to Western Canada.
. develop an awareness and a tolerant attitude toward the traditional values that are so important to various ethnic groups.
. develop an awareness and an appreciation of the contributions that a variety of ethnic groups have made in establishing a multicultural society in Western Canada.

Social participation objectives

The students should be able to:

. plan and develop (in groups) a model or replica of a homestead.
. plan and carry out a presentation (in groups) which demonstrates how a particular ethnic group celebrates an important holiday or event.

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: The Pioneering Experience in Western Canada After 1867 (Rural and Urban)

Note: The suggested teaching strategies and learning activities for this topic have been divided into part A (rural) and part B (urban).

Part A (rural)

- Why did large numbers of people move to Western Canada after 1867? Who were they? Where did they come from and where did they settle?
- How did the new immigrants interact with people already living in the area?
- What was life like for people living on homesteads?

Introduction

. Draw a large map and on it mark the routes that immigrants would have taken from their homes to Western Canada. Identify their final destinations. Use a key to differentiate between nationalities, and a key to show different methods of travel.

. Dramatize a family discussion on the pros and cons of moving to Western Canada. Choose one ethnic group and keep the reasons for leaving consistent with the country of origin.

. Write a dialogue between two immigrants who, upon arrival in Western Canada, are comparing their reasons for coming, their trip, and their initial impressions of the country.

. Pretend that you are an immigrant. Describe in diary form your reasons for deciding to move to Western Canada, the preparations you made for the trip, the trip itself, and your impression of Western Canada upon arrival. Be sure to choose a final destination and follow a realistic time line.

. Draw two posters or brochures designed to lure people to Western Canada. Be sure to draw them as they would have been done in the 1870's.

. Research your own ethnic background. What are your family's origins? How long have they lived in Western Canada?

Development

. In groups, prepare a description of the methods of farming used by the homesteaders. Be sure to mention changes in crops and methods that occurred at the time.

. Build a replica of a homestead, including realistic representations of the location, buildings, tools, equipment, animals raised, vegetables and grains grown. Accompany this with brief explanations of the major aspects of living on a homestead.

. Paint a mural depicting the steps in the farming process, from preparing the land through to harvesting the crop. Clearly label the mural.

. Sketch a picture of one variety of home built by the homesteaders. Include step by step outlines of the construction of the home. Explain where the home was built and how it was furnished.

. Prepare a list of questions and dramatize an interview with a homesteader in which he or she discusses the hardships as well as the highlights of homestead life.

. Choose one of the following crafts and prepare a demonstration for the class: candle making; weaving; quilt making; doll making; knitting.

. In a slide or overhead presentation, present information on one of the following topics: a) construction of a homestead; b) farming procedures; c) bread making; d) preserving meat and vegetables; e) making butter and cheese.

. Through small group or individual projects, investigate some of the following topics: a) one room rural schools; b) entertainment on the prairies; c) transportation methods d) communication; e) festivals and holiday celebrations; f) establishment of the North West Mounted Police; g) interaction with other recent immigrant groups and with people already living in the area. How did they help each other? What did they learn from each other?

Conclusion

. Using newspapers, magazine files, and other reference sources, write a report which compares and contrasts the reasons that immigrants in the late 1800's had for migrating to Western Canada as compared to those of the Vietnamese or other groups today.

. Discuss the ways that pioneer life in rural areas in Western Canada differed from pioneer live in Eastern Canada.

. Interview a senior citizen in your community whose father or great-grandfather homesteaded in Western Canada. Record his or her recollections of this time.

. Tour a local museum.

. Continue the time line started in Unit 1.

Part B (urban)

- What was life like for people living in early towns and cities?
- How did increasing industrialization affect the lives of people?

Introduction

. Establish a background for this topic by examining the effects of increasing industrialization in urban areas of Eastern Canada.

- Dramatize a job interview as it might have occurred in the late nineteenth century. Be specific as to the type of job, duties, hours of work, salary, and working conditions.
- In a chart compare and contrast salaries, types of jobs, hours, and working conditions for people in the late 1800's as compared to today.
- Investigate the issue of child labor as it was practiced at that time.
- In a report outline the growth of labor unions. Give detailed information about their demands, successes, failures, and strikes. Also be sure to give your opinion about the purposes of unions then.
- Interview a striking member of a union to find out what types of changes the union is demanding.
- Using reference books or old newspaper files, research an important strike by a union between the years 1870-1920. Give its causes, events, and outcomes.
- Construct a series of picket signs to reveal the demands of a typical union between 1870-1920.
- Write a news account of a union strike as it might have been written in the late nineteenth or early twentieth century.

Development

. Prepare maps to indicate the location of major Western Canadian urban centres in the late 1800's. Discuss the reasons for the development of the centres in their specific location.

. Prepare a presentation dealing with the development of one Western Canadian urban centre. You might include information about buildings, streets, transportation, electric power, population gains, the development of industry, entertainment, etc.

. Draw two maps of a major Western Canadian urban centre - one as it existed in 1870 and one as it was in 1920. Mention developments in size, industry, etc.

. In chart form, compare city living conditions in an Eastern Canadian town or city with those of a Western Canadian town or city in the late nineteenth century.

Conclusion

. In chart form, compare and contrast city living conditions then and now. Include information about homes, food, clothing, furniture, medical treatment, entertainment, transportation, etc.

. As a representative for an industrial firm, discuss several Western Canadian urban centres where you could locate your business. Outline the advantages and disadvantages of each.

. Write a letter to a cousin left in Europe, describing your school and educational experiences as a child in the city.

. Keep a journal describing the day-to-day events of your life as a child in the city in the late 1800's.

. In charts, compare the education system in the 1890's to the system you are experiencing today. Mention the advantages and disadvantages of both systems.

. Compare and contrast the role of women in pioneer days to their roles today.

. In an editorial for your newspaper, express your opinions on the status of women in the late nineteenth century.

. In response to an article dealing with unsuitability of women to hold public office, write a letter to the editor expressing your opinions.

. Write a dialogue between a woman of the 1880's and a woman today. Ask and answer questions they might have posed to each other.

. Continue the time line started in Unit I.

UNIT IV TOPIC OBJECTIVES

Topic 4: West Coast Native Society and the Newcomers (Optional)

Knowledge objectives

The students should be able to:

. describe how Native people on the West Coast and in the interior of British Columbia lived before the arrival of Europeans.
. explain why Europeans became interested in this area.
. describe how the arrival of these newcomers affected the lives of Native people.

Thinking and research skill objectives

The students should be able to:

. compare Native cultural groups on the West Coast with those in the interior of British Columbia.

Attitude and value objectives

The students should be able to:

. share how they feel about the dramatic effect traders and later immigrants had on West Coast Indian culture.

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: West Coast Native Society and the Newcomers (Optional)

- How did Native people on the West Coast or in the interior of British Columbia live before the arrival of Europeans?
- Why did Europeans become interested in this area of Canada?
- How did the arrival of these newcomers affect the lives of Native people?

Introduction

. There are many different Indian cultural and linguistic groups in what is now British Columbia. Locate them on a map and discuss reasons for their isolation and different life-styles.

. Explore the reasons why Europeans became interested in exploring and settling Canada's West Coast.

. Write a brief report on the life and work of Captain Cook, or Captain George Vancouver.

Development

. Using the format suggested in Unit I, describe a West Coast Indian culture (Haida, Kwakiutl, etc.) or an interior Indian culture (Shuswap, Carrier, etc.).

. Discuss how West Coast cultures changed after contact with white traders.

. Investigate where newcomers to the area settled and the characteristics of their life in a new environment.

Conclusion

. Describe a Potlatch.

. Discuss the significance of West Coast totem poles and masks. How were they made?

. Draw pictures or make models of West Coast Indian totem poles and masks.

. Write to the C.B.C. for information about Indian actors from the West Coast on present television programs. Write letters of appreciation to the actors if you enjoy watching these programs.

. Explain how Indian reserves were established in British Columbia. How are they similar to and different from reserves established in Manitoba?

. Continue the time line started in Unit I.

UNIT IV TOPIC OBJECTIVES

Topic 5: Life During a Gold Rush Period (Optional)

Knowledge objectives

The students should be able to:

. identify the areas where gold rushes occurred in Canada.
. describe what life was like during a gold rush period.
. explain how a gold rush can affect the lives of people and their environment.

Thinking and research skill objectives

The students should be able to:

. prepare a newspaper report of a gold find in the 1850's.

Attitude and value objectives

The students should be able to:

. discuss how they feel about some of the changes that a "gold find" can bring to an area.

Social participation objectives

The students should be able to:

. compile a booklet of songs, poems, pictures which would depict life during gold rush days (as a group project).

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 5: Life During a Gold Rush Period (Optional)

- Where did Gold Rushes occur in Canada?
- What was life like during a Gold Rush period?
- How did the Gold Rush days affect the lives of people and their environment?

Introduction

. On a map of British Columbia and the Yukon, mark the following:

- The Cariboo area.
- The Klondike area.
- The Fraser, Thompson, and Cariboo Rivers.
- The Cariboo Road.
- The route followed by those who went in search of gold.
- The new towns that developed.

Development

. As a news reporter, it is your job to cover the Gold Rush for your newspaper. Describe the mining camps, towns, and daily life of the prospectors and miners. Illustrate your article with sketches.

. Publish a pamphlet of rules and regulations for prospectors that might have been handed out by the government to those venturing into the gold fields.

. Compile a diary on the life of a gold miner or prospector and his family.

. Investigate how the gold rushes affected the lives of Native people who lived in the area.

. Compare the price of gold today to that of 1858.

. Write a brief biographical sketch of a famous gold rush personality, either real or fictional.

. Compile a booklet of songs and poems which depict life during Gold Rush days.

Conclusion

. Either plan a field trip or write to the Winnipeg Mint to find out why gold is considered to be such a valuable metal. Find out if there are other metals which have a similar significance to other cultures, e.g., copper in traditional West Coast society.

. Use the newspaper or news broadcasts to construct a graph showing the daily price of gold over a one week period.

. Identify the name of a gold mining company in your province or in another province of Canada. Write to the company to find out more about its activities.

. Continue the time line started in Unit I.

UNIT V-LIFE IN CANADA DURING THE 20TH CENTURY

UNIT V OVERVIEW

This unit has been designed to promote an understanding of what life is like in Canada during the 20th century. It considers the effects that the improvements in transportation, communication, and the standards of living and working have had on Canadians. It also examines the dramatic changes that such events as war and depression can bring to the lives of people. Emphasis is placed on comparing the lives of children and their families today to that of the days when their parents or grandparents were young. (Suggested Time: 6 weeks.)

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Life in Canada from 1900 to 1930

   - What were some of the significant developments and events which affected the lives of Canadians from 1900 to 1930?
   - What was life like for Canadians during this time?
   - What was Canada's involvement in World War I? (Optional)
   - How did World War I affect and change the lives of people living in Canada?

2. Life During the 1930's

   - What are the factors which caused the Depression of the 1930's?
   - What was life like for people who lived during the Depression?
   - What effects can a depression have on changing people's lives and attitudes?

3. Life in Canada Since 1940

   - What have been some of the significant developments and events which have affected Canadians since 1940?
   - What was Canada's involvement in World War II? (Optional)
   - How did World War II affect and change the lives of people in Canada?
   - How is life for young people today similar to and different from the time when their parents or grandparents were young?

UNIT V TOPIC OBJECTIVES

Topic I: Life in Canada from 1900 to 1930

Knowledge objectives

The students should be able to:

. identify some of the significant developments and events which affected the lives of Canadians from 1900 to 1930.
. describe what life was like for Canadians during this time.
. explain Canada's involvement in World War I. (Optional)
. describe how World War I affected and changed the lives of Canadians.

Thinking and research skill objectives

The students should be able to:

. examine characteristics of the way of life of Canadians between 1900 and 1930.

Attitude and value objectives

The students should be able to:

. discuss how they feel about some of the technological changes that have occurred since 1900.

Social participation objectives

The students should be able to:

. interview a grandparent or senior citizen on what life was like prior to 1930.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Life in Canada from 1900 to 1930

- What were some of the significant developments and events which affected the lives of Canadians from 1900 to 1930?
- What was life like for Canadians during this time?
- What was Canada's involvement in World War I? (Optional)
- How did World War I affect and change the lives of people living in Canada?

Introduction

. Establish a background for this topic by:

- Preparing and discussing a picture display that will highlight some of the characteristics of life in Canada from 1900 to 1930. Try to include pictures of homes, clothing, transportation, communication methods, forms of entertainment, sporting events, occupations, industries, personalities of the period, World War I, etc.
- Listening to musical selections from this era. What songs were popular? Who were some of the singing stars? What dances were popular?
- Preparing a chart to summarize the technological developments and important events which affected the lives of Canadians from 1900 to 1930.
- Interviewing individuals in the community and recording their impressions of what life in Canada was like at this time.

. As a news reporter, it is your job to inform Canadians of the government's decision to support Britain in World War I. Write a report giving the reasons for Canada's involvement. Tape your announcement and present it to the class.

. Conduct a small group discussion on Canada's response to the war as compared to what the response might be today if Canada were called upon to support an ally. From the discussion, generate a list of possible responses with explanations why each would occur.

Development

. Examine some of the characteristics of Canadian lifestyles from 1900 to 1930.

- What were houses like then? Are there examples in your community? How are they similar or different to houses built today?
- What "modern" conveniences did homes have?
- What foods did people eat? How did they store and prepare them?
- What did people do with their leisure time?
- What sports were popular?
- What books did children like to read? Who were the popular authors of the day?
- How did people travel?
- What jobs did they have? Compare an occupation of this period to one today in terms of salary, hours of work, etc.
- What were schools like? How were they different from schools today?
- What did people wear? What styles of dress were popular?

. Investigate what life was like for Canadians during World War I.

- In a journal, describe the life of a family in Canada during World War I. Compose a second journal describing the life of a family today. Point out the similarities and differences between the two journals.
- Compare the conditions in Canada before World War I to conditions today.
- Describe the response of Canadians to the World War in 1914. How would you describe their attitude?
- Research the music that was popular during World War I. What attitudes and beliefs does it reflect?
- Consider how the role of women changed during the war. In what way could the war be considered partially responsible for changes in the status of women today?

. Explore technological advances from 1900 to 1930. Use individual or group research projects to trace the development of:

- Automobiles, airplanes, trains, etc.
- The radio, phonograph, telegraph, moving pictures, etc.
- Electricity.
- Advances in the cures for diseases, etc.

Conclusion

. Learn some popular songs and dances from this era.

. Compile a picture album to show the changes in automobiles, airplanes, trains, etc., from the early 1900's to the present.

. Prepare an illustrated report to show how an electrical home appliance has changed from the early 1900's to the present.

. Construct a crystal radio set or a model of an early telephone, airplane, etc.

. Dress up in the styles of the day. Have a "Roaring Twenties" class party.

. Dramatize a conversation between a person who lived through and supported World War I and a young student of today who opposes the concept of war. Be sure to consider all sides of the issue.

. What was done for Canadians after World War I to help them to return to a normal life? What would have to be done today under similar circumstances?

. Interview several young adults in your community on the topic of war. Summarize their attitudes.

. Interview grandparents or senior citizens in your community who might remember World War I. Summarize their impressions and attitudes. Compare them to those of young people today.

UNIT V TOPIC OBJECTIVES

Topic 2: Life During the 1930's

Knowledge objectives

The students should be able to:

. identify the factors which caused the Depression of the 1930's.
. describe what life was like for Canadians who lived through the Depression.
. list the effects which a depression can have on the lives and attitudes of people.

Thinking and research skill objectives

The students should be able to:

. research information about the kinds of changes that people faced as a result of the Depression.

Attitude and value objectives

The students should be able to:

. share how their life might change if a depression similar to the 1930's would occur.

Social participation objectives

The students should be able to:

. dramatize aspects of the Depression of the 1930's.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life During the 1930's

- What are the factors which caused the Depression of the 1930's?
- What was life like for people who lived during the Depression?
- What effects can a depression have on changing people's lives and attitudes?

Introduction

. Report on the attitudes of people in the 1920's leading up to the Depression. Be sure to consider how music and dance reflected those attitudes. Compare those attitudes to attitudes of the present day.

. Examine the causes and characteristics of a depression period. Could the same thing happen today?

Development

. As a person living through the Depression, write a diary keeping track of your father's efforts to find work and the effect of the difficulties on your family.

. Prepare a grocery advertisement illustrating the items and listing the prices as they were in the 1930's. Clip out comparable ads for these items today.

. As a news reporter, write an article describing life in the relief camps. Illustrate your article with sketches or pictures.

. Compose a menu for a Depression dinner. If possible, prepare such a dinner for the class.

. Investigate what fashions were popular during the Depression. Dress up in a costume of the period.

. Compose a column for your newspaper which deals with the topic of malnutrition, its symptoms, causes, and cure.

. Investigate radio broadcasting as an important means of communication and entertainment during the Depression. What programs were popular?

. Write a fictional interview with a farm family from the Prairies who lived through the Depression. Discuss the problems and hardships experienced.

. In mural form, illustrate the problems experienced on the Prairies during the Depression.

. In a report compare difficulties of life in a rural or reserve community on the Prairies to life in the towns and cities during the Depression. Note the problems that were the same and those that were different.

Conclusion

. Find songs and poems which illustrate what life was like during the Depression. Discuss their themes and content.

. Conduct a fictional panel discussion with several people who lived through the Depression. Discuss the long lasting effects of the Depression on their lives. Ask them about their views on people's attitudes towards money and material possessions today.

. In a dramatization, portray the lasting effects of the Depression on family life and the attitudes of the parents and children.

. Report on how the Depression affected the lives of people even after it was over.

. Interview a person in your community who lived through the Depression of the 1930's on the Prairies. Ask them to tell you their first hand impressions of what life was like during this time.

UNIT V TOPIC OBJECTIVES

Topic 3: Life in Canada Since 1940

Knowledge objectives

The students should be able to:

. name some of the significant developments and events which have affected Canadians since 1940.
. examine Canada's involvement in World War II. (Optional)
. describe how World War II affected and changed the lives of Canadians.
. identify how life for young people today is similar to and different from the time when their parents or grandparents were young.

Thinking and research skill objectives

The students should be able to:

. outline some of the major changes that have occurred in Canada since 1940.

Attitude and value objectives

The students should be able to:

. discuss how they feel about some of the changes that occurred in areas such as music, transportation, communication, minority rights, women's rights, children's rights, since 1940.

Social participation objectives

The students should be able to:

. through interviews, visits to museums, visits to libraries, plan and develop a display characterizing changes occurring over the past 40 years.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Life in Canada Since 1940

- What have been some of the significant developments and events which have affected Canadians since 1940?
- What was Canada's involvement in World War II? (Optional)
- How did World War II affect and change the lives of people in Canada?
- How is life for young people today similar and different to the time when their parents or grandparents were young?

Introduction

. In chart form, present statistics to show the growth of cities in Canada in the last forty years. Also chart the changes from farming to industrial occupations.

. Interview your grandparents or parents, asking them to tell you what life was like for them when they were your age. Summarize their information and compare it to the major activities of your life today.

. As a news reporter, it is your job to inform Canadians of the government's decision to support Britain in World War II. Write a report giving the reasons for Canada's involvement. Tape your announcement and present it to the class.

. Conduct a small group discussion on Canada's response to World War II compared to what the response might be today if Canada were called upon to support an ally. From the discussion, generate a list of possible responses with explanations for why each would occur.

Development

. Investigate what life was like for Canadians during World War II.

- In a journal, describe the life of a family in Canada during World War II. Compose a second journal describing the life of a family today. Point out the differences and similarities between the two journals.
- Write an article for your newspaper which summarizes the contributions of Canadians to the war effort. Give your opinion of these sacrifices. As well, tell what you would expect to happen if Canadians today were asked to make similar sacrifices.
- Research the wartime emergency measures set up in 1939. Why were they enforced? How did Canadians react to them in 1939? How would Canadians react today?
- How did Canada treat its Japanese immigrants during World War II? Why was this done? What is your opinion of these measures?
- In a letter to the editor of your local newspaper, express your views on the treatment of Japanese Canadians during World War II.
- Describe the role played by women during World War II. How did the status of women progress during the war?
- Examine the participation of Native people in the war, e.g., Tom Prince who was decorated for bravery.

. Compare the life of young people today to that of the time when their parents or grandparents were young.

- Do a survey to discover the number and type of electric appliances in homes during the time when your grandparents or parents were young.
- Compare types of food eaten by your grandparents or parents when they were young to foods we eat today. Also compare the changing emphasis on eating at home versus dependance on restaurants and fast-food service.
- Interview your grandparents or parents about the amount and type of leisure activities they took part in. Illustrate the activities with sketches or pictures.
- Ask your parents or grandparents to describe the greatest change in transportation during their lifetime and its impact on their lives.
- Do an in-depth study of one union. Compare some of its demands in the past with its demands today. What contrasts are there?

- Interview a grandparent or parent on the effects a union had on their working life.
- Review a selection of typical jobs that were available to your grandparents or parents when they were entering the work force. Report on salaries and working conditions. Compare them to today.
- Investigate the development of one major discovery in medicine.
- A medical improvement may have influenced the life of some member of your family. Tell the story and research the history of the discovery.
- What factors have influenced the birth and death rate in Canada? How have they changed in the past 40 years? Quote figures to support your answer.
- What standard procedures have been developed which have changed the general health and future of Canadians?
- Describe the advances made by women since gaining the right to vote. Do women today have the same opportunities as men?
- Construct a list of questions you might have asked a feminist 40 years ago. What answers would you have received? How does the status of women today compare with her wishes?
- Ask your grandparents or parents to describe the greatest change in communication in their lifetime and its impact on their lives.
- What cultural organizations were developed during your grandparents' or parents' time?
- What sports activities did your grandparents or parents take part in when they were your age? What sports did they watch? Compare this with the things you do and watch today.
- In a chart, compare the cost of sports your grandparents or parents may have taken part in with those in which you participate.
- How has the world of music, movies, T.V., etc., changed since 1940?

. Prepare a brief biographical sketch of a popular music, T.V., movie, etc., personality for each decade since 1940.

Conclusion

. Write a letter to your brother or sister who is stationed overseas during World War II. Describe your daily life and your tasks to assist the war effort.

. Pack a parcel to send to a friend or relative overseas. What things would you include that would bring him/her comfort and a little bit of home?

. Research music and dances that were popular during World War II. What attitudes and beliefs do they reflect?

. Interview several young adults in your community on the topic of war. Summarize their attitudes.

. Interview people in your community who remember World War II. Summarize their impressions of what life was like during this period.

. Interview someone in your community who was a child during World War II. Ask them to tell you what it was like to grow up during the war.

. You have often heard of "The Good Old Days," and how much better they were. Collect articles from news files, etc., on such topics as pollution, crime, and the general quality of life. How much better was it in "The Good Old Days?"

. Make a list of traditional holidays. Compare your celebrations to those of your parents or grandparents when they were young.

. What do you think were the advantages and disadvantages of life during the time when your grandparents or parents were young? Ask them what they feel the advantages and disadvantages of today's lifestyles are.

. Prepare a time capsule to be opened 200 years from now. Select ten items that would best describe our world today to the people who open the capsule. Ask a grandparent or parent what ten items they would include in the time capsule.

. Take several clippings from old news files and rewrite them as they would appear today.

. Discuss and explore individual feelings on such topics as the following:

- In spite of improvements in living conditions, are people happier today than they were when your grandparents or parents were young?
- It is easier growing up today than it was when your grandparents or parents were young.